DOCUMENT RESUME

ED 203 571 EC 132 854

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TITLE Reintegration Practices for Behavior Disordered Children in Three Midwestern States: A Preliminary Report.
PUB DATE Apr 80
NOTE 44p.: Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session TH-39).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Problems: Elementary Secondary Education: *Emotional Disturbances: *Mainstreaming: Student Characteristics: *Student Placement: *Teacher Attitudes

ABSTRACT

Preliminary data from a survey of 666 teachers of emotionally disturbed, behavior disordered (ED/BD) students in Iowa, Kansas, and Nebraska are reported. Research on characteristics of the ED/BD student is reviewed along with survey respondents' views on the usefulness and availability of 15 types of information for placement and reintegration. Also reported are rankings of teacher factors in selecting a site for student integration (attitude toward behavioral problems and behavioral expectations rated as most important): and classroom factors (apparent empathy/tolerance of students and degree of classroom structure rated as most important). It is reported that nearly 70% of the special class teachers indicated they had received training in reintegrating students while only 25% of the regular class teachers who will receive reintegrated students received training. Confusion over responsibilities in reintegration and lack of written procedures for reintegration are also noted. (CL)

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Reintegration Practices For Behavior Disordered Children in Three Midwestern States: A Preliminary Report

April 24, 1980

International Convention of the Council for Exceptional Children

Philadelphia, Pennsylvania

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Reintegration Practices for Behavior
Disordered Children in Three Midwestern States:
A Preliminary Report

Introduction

We would like to share with you today some research we've been conducting which has to do with how teachers go about integrating behavior disordered youngsters into regular classrooms. As you know, a great deal of attention has been directed at the principle of "least restrictive alternative" over the past several years, and many of you have been involved in trying to find ways of implementing that policy. One of the things we don't know about the "least restrictive alternative" is how it is actually working in the public schools. Much discussion has occurred about this topic, but little is known about what is happening in the public schools. One of the things we hope to do today is to discuss how some teachers believe that they actually implement that policy.

Much activity is taking place regarding the "least restrictive alternative." Everyone of us, I presume, has had some form of training with regard to the least restrictive alternative principle. We, as special educators, are engaged in training regular classroom teachers to prepare them for the integration of handicapped youngsters. We, ourselves, have received such training, and many such programs have been funded by state and federal agencies.

While there may be a lot of activity taking place, there are unanswered questions. There is little research which explains what teachers are actually doing with regard to mainstreaming. There is a lot of information available about what teachers "should" be doing or

"could" be doing, but we are looking from a different perspective today, that of what teachers are "actually" doing. Later we may, based on our findings, make some suggestions about "shoulds" or "coulds" as well.

Even more specifically, there are other areas where information is not available. For example, as far as we can determine there is no research which specifically addresses the problems of reintegrating behavior disordered youngsters. Many of us sense that there may be some unique considerations in thinking about reintegrating behavior disordered or emotionally disturbed (ED) youngsters, but they have not yet been identified.

Little is known about the amount of integration taking place. The number of integrated students is not known. Also unknown are the types of programs into which students are integrated, the degree of integration of youngsters, and the amount of time a youngster is integrated.

While reintegration probably occurs in all areas of school activities, we do not know the types of programs where integration most frequently occurs. For example, we do not know if integration primarily or typically occurs in academic areas, or in nonacademic areas, or in some particular combination of these.

Little is known about the process of determining the readiness of youngsters for integration. One recent study (Wilkes, et al., 1978) addressed some of the criteria used to determine the readiness of learning disabled youngsters for integration into regular class programs, but there has been no research which addressed the readiness criteria for behavior disordered youngsters.

Along with criteria for determining child readiness for integration, there has also not been research about how teachers, in most cases special education teachers, choose sites for integration--the teacher chosen to receive the integrated youngsters.

These are some of the topics with which we will deal today. The purpose of the present study was to begin to collect information which would address these types of topics. The present research is essentially descriptive and exploratory. It identified some of the areas we thought might be important and then sought information from teachers in the field about these issues. As all of us know, this is a complicated territory which will require much additional study going well beyond where we feel we are today.

Procedure

The research which was conducted utilized data collected via a mailed survey which was sent to all teachers of the emotionally disturbed in the States of Iowa, Kansas, and Nebraska. As you can imagine, the terminology is a little different in each of these states, but essentially all teachers who work primarily with behavior disordered youngsters were included in the survey population. The population was identified through respective state department of education records in each state.

In addition, we also sent the survey to a sample of about 50% of those teachers who were in "resource teacher" positions. There again terminology varied from state to state, but generally this population

consisted of professionals who served in some of the capacities which would generally be associated with that of special education resource teacher.

We sent the sample population a five-page questionnaire related to the topics mentioned previously. The questionnaire was developed on the basis of a pilot study conducted in the State of Iowa (Smith, White, & Peterson, 1978). One of the reasons for expanding the Iowa study was to determine if some of the things we were finding really applied to a broader geographic area than just Iowa, or whether there were unique features within the several states which might result in different findings.

The survey was sent in January of 1980 via mail to all of the teachers of emotionally disturbed students and to a 50% random sample of resource teachers in the three states. The survey forms were returned over a period of several weeks and then a follow-up mailing was sent. The returned survey data were transferred to punched cards and analyzed with a computer. At present, we are in the beginning process of analyzing this data. Today, we will share some of the preliminary descriptive data, and later we will share further analysis of the data.

Before going further, some of the limitations of the study should be examined. In this study the data are primarily descriptive. Presented are how teachers responded; this is not necessarily the same

as how they actually behave, nor the same as how they should be behaving. The fact that these data are obtained through self-report may make the data difficult to understand and interpretation thereof difficult. Other ways could be found, such as reviewing student records or actual observation of teachers, to verify some of the findings reported here. These limitations should be taken into account when interpreting these data.

Respondents

The survey was sent out to approximately 1200 teachers (See Table 1). The number responding were 666. This would seem to be a relatively large rate of response given the conditions, and should give a relatively accurate picture of what is happening within the three states. The overall return rate was 52.9%.

The number of teachers working with ED youngsters was 520. Since some resource teachers might not have ED youngsters in their caseload, the information presented comes primarily from those 520 teachers who did have ED youngsters in their caseload. The total number of ED students served was 4,492 based on the teachers' reports. This appears to be a very substantial number of ED children.

Teachers were distributed by state (See Table 2) with: 47.4% (316) in Iowa; 32.6% (217) in Kansas; and 17.3% (115) in Nebraska. We have not calculated whether this is proportionate to the actual number of teachers teaching in these states, but it appears that it could be.

In terms of grade level (See Table 3), 42.3% were elementary and 38.4% were secondary teachers, and 17.6% were some other combination of grades. As can be seen in Table 4, roughly half of the teachers surveyed were some form of resource teacher, 28% were self-contained classroom teachers, and 6% served in residential settings. Since various questions were applicable to only some of the respondents, there were varying response rates for each question.

Characteristics of Behaviorally Deviant Students

Hewett and Jenkins (1945) analyzed 500 cases of maladjusted children referred to child guidance clinics in the State of Illinois. Using factor analytical methodology similar to that later used by Quay (1962) and Quay, Morse, and Cutler (1966), these authors defined three patterns of maladjustment; unsocialized aggressive, socialized aggressive and overinhibited. Both socialized and unsocialized aggressive youth were primarily described as cruel, malicious, assaultive and aggressive. Overinhibited children were described as shy, timid, withdrawn, seclusive and submissive. According to Jenkins (1979) these behavioral patterns are still prevalent among those populations served by child guidance clinics and social service agencies.

The most commonly used definition of behaviorally disorders (NASDE, 1977) and the basis for the definition of "seriously emotionally disturbed" under Public Law 94-142 is based on the work of Bower (1960). Bower utilized various criteria in selecting from regular classrooms those children who had been previously clinically identified as

"emotionally handicapped." According to Bower and Lambert (1965) there are five major behavioral characteristics which comprise this population. These are:

(1) An inability to learn which cannot be adequately explained by intellectual, sensory, neuro-physiological, or general health factors.

(2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(3) Inappropriate or immature types of behavior or feelings under normal conditions.

(4) A general pervasive mood of unhappiness or depression.

(5) A tendency to develop physical symptoms, such as speech problems, pains, or fears, associated with personal or school problems.

Morse, Cutler and Fink (1964) undertook a research analysis of public school classes for the emotionally disturbed. They reviewed programs in 117 public school classes which included 441 children. The following characteristics were found with this population:

(1) The range of ages was from 5 to 15, with a mean for the boys of 9.4 and for the girls 9.8 years.

(2) Of the group, 83.2 percent were boys and 16.8 percent were girls.

(3) The teachers rated the majority of children as educationally retarded compared to their chronological age educational expectancy.

(4) The I. Q. range was 68 to above 132. The majority of children had I. Q.'s over 100.

(5) More than half of the sample were classified as neurotic, with "acting out" behavior as the dominant conduct problem. Another large group was classified as "primitive neglected," or immature.

Using the Behavior Rating Check List (Peterson, 1961) Quay, Morse, and Cutler (1966) had teachers of 441 children in classes for the emotionally disturbed rate their students. These researchers found three patterns of behavior: Conduct disorders, personality problem dimension and the inadequate immature dimension. The conduct disorder pattern was similar to the categories of socialized and unsocialized aggressive as describe by Hewett and Jenkins (1945) and personality problem dimension was similar to the overinhibited sample described by the same authors. The inadequate immature dimension was rated as inaffective, sluggish, preoccupied and resembling the psychiatric categories of autism or prepsychotic condition.

Dielman, Cattell and Lepper (1971) had teachers of 362 six- to eight-year-old children complete a 62-variable behavior problem check-list derived from previous factor analytical studies of deviant behavior. The eight factors which emerged were identified as hyper-activity, disciplinary problems, sluggishness, paranoiac tendencies, social withdrawal, acting out, speech problems and antisocial tendencies.

Nelson (1971) identified twenty elementary age students as "conduct disordered" on the basis of teacher rated factors from the Devereux Child Behavior Rating Scale (Spivack and Spotts, 1966). These students were matched with 20 other elementary students not identified as such and compared using a direct observational technique. It was found that subjects rated as conduct disordered engaged in significantly more deviant behavior (out-of-seat, disturbing others, physical contact, audible noise, etc.) and significantly less task oriented behavior than their matched peers.

Using the behavioral descriptors of out-of-seat, physical contact, and vocalizations, Barr and McDowell (1972) compared pupils in classes for the learning disabled and emotionally disturbed using an observational system. These authors found that the emotionally disturbed sample exhibited significantly more deviant behavior when the two samples were compared on all three variables. When looking at the variables individually it was found that the emotionally disturbed sample demonstrated significantly higher frequencies of negative physical contact and vocalizations.

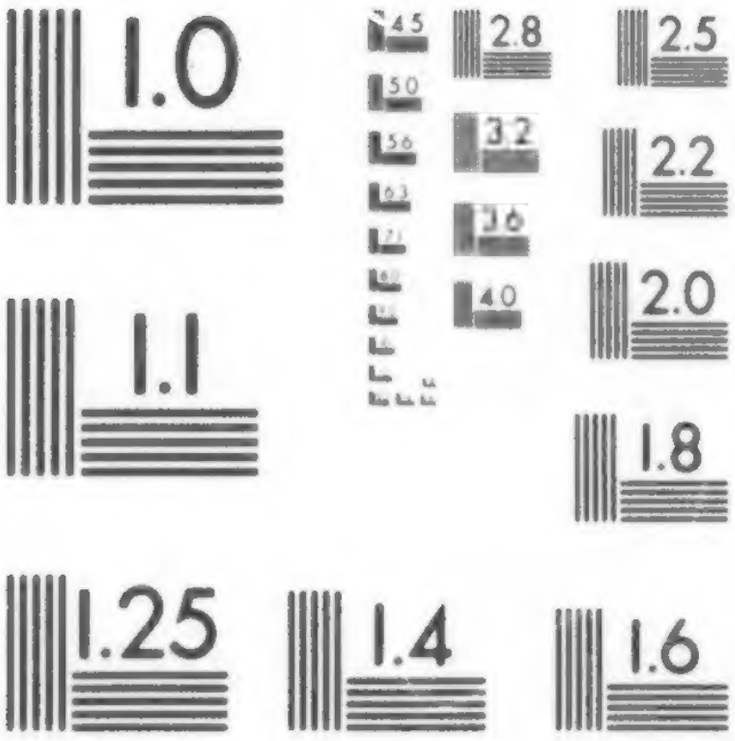
Bullock and Brown (1972) focused on behavior problems as perceived by teachers and the behaviors emitted by pupils in special education programs for the emotionally disturbed. These teachers were asked to itemize principle behavior problems and complete the Behavioral Dimension Rating Scale (Brown and Bullock, 1972) on each child. The

results of this study indicated that the most frequently mentioned problems reported by the teachers related to acting out, aggressive and hyperactive types of behaviors.

Whelan (1978), in describing the behavior of emotionally disturbed children, noted that the behavior patterns of these pupils varies from almost total withdrawal to highly visible aggressive behavior. He goes on to state that the behavior displayed by these pupils is characterized by behavioral excesses and deficits.

Smith (1976, 1977) described the behavior of pupils identified in Iowa as emotionally disabled and chronically disruptive. In addition to those behavioral descriptors used by Bower and Lambert (1965), Smith (1976) emphasizes the factors of age appropriateness, situational appropriateness, and consistency, intensity and duration of the behavior of concern, in the identification of emotionally disabled pupils. In describing the chronically disruptive pupil, Smith (1977) stresses such behaviors as refusal to accept the standards of society, aggressive acts against authority and trouble with the law. This differentiation of emotional disabilities from chronically disruptive is based on the writings of such professionals as Telford and Sawrey (1967), Kirk (1972), and Morse (1977).

Another approach in describing the characteristics of E. D. students is presented by Algozzine, Schmid and Connors (1978). These authors hypothesize that there are actually two types of students served



MICROCOPY RESOLUTION TEST CHART
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(ANSI and ISO TEST CHART No. 2)

in E. D. programs. These are referred to as regular E. D. and clinical E. D. These two types are described as follows:

> Type I (Regular E. D.)". . . behavior may be problematic in school and not at home; may be in response to an unmotivating school environment and/or may be very responsive to environmental management strategies."
>
> Type II (Clinical E. D.) ". . . may be characterized by the more clinical form of disturbance not typically found in the public school setting. . . . behavior may be problematic in school as well as at home; may be exhibited in favorable and unfavorable school environments; may not be immediately responsive to environmental management strategies; and/or may be related to organic inadequacies within the child (i.e., the autistic and/or schizophrenic child).

Information Used to Determine E. D. Student Placement

In order to determine how youngsters were identified and placed into special programs for emotionally behaviorally disordered children, the survey asked respondents to indicate the availability and usefulness of 15 types of information. Table 5 shows the percentage of respondents who indicated these types of information were available, and Table 6 shows the mean usefulness rating of these types of information (scale from 1 = useless to 7 = essential). As can readily be seen, most types of information were usually available, and in general all types of information were perceived to be useful.

Information Used to Make Reintegration Decisions

Because little information is available regarding the types of information used in making reintegration decisions for emotionally disabled students, we asked a question parallel to the placement information question discussed above. It read, "Which of the following types of information are typically available at the time a decision is made to integrate an ED student?" Table 7 contains the list of 15 types of information we provided. Based upon approximately 500 responses to each of these items, this table indicates the percent of respondents who said the information is typically available and the rank order of these. It should be noted that all types of information were reported as available by at least 50 percent of respondents.

In terms of the rankings of availability at time of reintegration, those types of information (e.g., IQ scores and reports; clinical psychological reports; visual/hearing/language screening) that were most often available at special program placement were again among the top five or six in rankings of availability at the time of integration. Similarly, those types of information indicated as available by smaller percentages of respondents at placement (sociometric data; formal observation; behavior rating scales; description of regular class expectations) were again among the lowest in availability at time of reintegration.

A couple of observations could be made concerning this data. First, it was somewhat surprising that teachers indicated such high levels of

availability for certain types of information. Secondly, as can be determined by comparing Tables 5 and 7, most types of information were at least slightly more available at reintegration than at placement. There were, for example, substantial increases for statements of interventions attempted (56.5 percent to 87.6 percent), expected date for achieving goals (48.4 percent to 78.9 percent), description of regular class expectations (47.0 percent to 73.6 percent), formal observation data (45.9 percent to 67.6 percent), and sociometric/self-concept data (32.3 percent to 52.8 percent). Of course, some of these which showed the greatest increases were among those that had been less available at placement.

It is unclear exactly why there is greater availability of certain types of information. Perhaps the actual greater availability of information at time of reintegration is due to the development of individual files on children--accumulation of information. Also the teacher's awareness of availability, due to playing a greater role in reintegration decisions than in placement decisions, may have been an additional factor.

Importance of Information at Reintegration

A second question concerned the importance of the various types of information at reintegration (see Table 8). Items were rated on a scale of one to seven (one = unimportant, seven = essential). Respondents indicated that all types of information were of some

importance. In fact, the lowest mean rating of importance received by any item was 4.3184 for IQ scores and reports.

As Table 8 indicates, some types of information considered more valuable were those reported as less available (e.g., description of regular class expectations/requirement). Conversely some types of information receiving mean ratings among the five which had been indicated as most available.

In addition to computing mean ratings of importance, teachers were asked this question another way as well: "From the above list what are the three most useful types of information?" Responses to this question are summarized in Table 9. There were no real surprises. These results correspond well with the mean ratings of the earlier question. For example, the six "most" useful were among the seven highest ranked types of information on the earlier question. Also the five "least" useful types of information were among the seven lowest ranked mean ratings on the earlier question.

What can be concluded from this? It is interesting to note that the most useful information tended to be information teachers of emotionally disturbed children themselves might provide while that considered least useful would tend to be provided largely by others. Another observation that could be made is that mong those most useful types of information was "your subjective evaluation of students' readiness." At placement the "teacher's subjective evaluation of the necessity of placement" was among those selected as one of the three

most important by the fewest respondents while it was considered one of the most useful types of information at time of reintegration. Apparently our own subjective evaluations are viewed as more valuable than those of others.

Factors in Selecting Sites for Reintegration

Teachers were also asked to rate twenty-three factors (teacher factors/classroom factors) in selecting sites for reintegration of emotionally disturbed students. Again these ratings were made on a one to seven scale (one = unimportant, seven = essential). As Table 10 indicates, all of the teacher factors tended to be rated fairly high. The top five factors in ranking received mean ratings of above six on the seven-point scale. Even the lowest mean ratings were nearly five on the seven-point scale. These obviously are not discrete, mutually exclusive factors, but it does appear that those rated as more important tend to reflect "attitudes and expectations" while those that reflect actual training, or skills were among the lower in ratings of importance.

Classroom factors (Table 11) also received generally high mean ratings of importance or usefulness with only a couple of exceptions (e.g., availability of age; location and convenience). What might be called "attitudes and interpersonal interaction" types of factors tended to be rated as more important in selecting sites for integration, while factors that could be more readily and objectively measured

(e.g., availability of aids; location and convenience; number of integrated students) were not viewed as quite as important.

Many of these factors can not really be separated from one another since, of course, teacher factors influence classroom factors and classroom factors influence teacher behavior. Consequently, the mean ratings for teacher and classroom factors in selecting sites for reintegration are presented in Table 12. Of those with mean ratings of six or above (i.e., the top seven in ranking of importance), only one--empathy/tolerance of students is not strictly speaking a teacher factor although even the degree of classroom structure is a teacher related factor.

Again, in this question we asked teachers to indicate--to rank--the three most important factors in selecting a site for reintegration. The results of this question are summarized in Table 13. This table includes the top six factors and the percentage of respondents who indicated each was "most" important. As can be seen in this Table, the top five factors are teacher related factors, while even the sixth (degree of classroom structure) is largely determined by the teacher's behavior. It should be noted that in discussing these factors following the study, the authors discovered that we had possibly missed the boat on some possibly very important factors. That is, factors such as age, sex, size, physical strength, etc., of teachers had not been included in our list, yet many of these undoubtedly are crucial factors

in determining sites for integration of emotionally disturbed students.

Preparation of Teachers for Reintegrating Students

Teachers were asked to indicate to the best of their knowledge how much training had been provided to the building staff, specific regular classroom teachers who will receive reintegrated students, and to special class teachers regarding reintegration of handicapped students. Special class teachers were also asked to indicate how much training in consultation techniques they had received. No attempt was made by the makers of the survey to define the content of a reintegration training session or to delineate the length of what would be considered a session. Therefore, a "session" could be anything from a 15-minute presentation at a staff meeting to a nine-week or semester course.

Table 14 summarizes the responses to these four questions. When the "don't know" and "none" responses are combined for the first two items, it seems that perhaps half the regular classroom teachers are probably receiving no training at all. It is especially disconcerting that only a little over one fourth of the regular classroom teachers who will receive reintegrated students received training.

Roughly 70% of the special class teachers responding to this item did indicate they have received training in reintegrating students. Almost two thirds of the respondents have also received

consultation training. It is apparent from the data that more pre-service or inservice training is being provided for special class teachers than for regular classroom teachers. However, neither group is close to the 100% training level.

Responsibilities in Reintegration

Teachers were asked to indicate whether the responsibility for coordinating reintegration was assigned and then to indicate to whom primary responsibility is assigned. The responses are summarized in Table 15, Responsibility for Reintegration.

Almost half the responding teachers indicated that responsibility was not assigned or that they didn't know if it was assigned. When this responsibility is assigned, the Ed.D. teacher is most frequently given the assignment. This is consistent with the results of the first reintegration study conducted a year ago (Smith, White, Peterson, 1979).

The implications of these results are that half the teachers involved in reintegrating students are working in situations where responsibilities are not clearly delineated, leaving many aspects of this process to chance completion. Many teachers have this responsibility assigned to them in addition to their normal teaching assignments.

Procedures for Reintegration

A series of questions assessed whether procedures for reintegrating students were written and what the procedural components were. Responses to these items are in Table 16, Procedures for Reintegration.

It is notable that the vast majority of teachers do not have written procedures for their programs. Instead they report that even though procedures are not written, they are established and understood by all. A significant number have no procedures established at all. This may be the consequence of any number of factors such as failure to see the need for written guidelines, a desire for flexibility, limited time to develop guidelines, or it may be that programs are still new and have not progressed to the point of reintegrating students.

The three most frequently listed procedural components of a reintegration plan were: A description of needed placement information, criteria for determining readiness for reintegration, and follow-up procedures. These three items are compatible with the sound programming practices of obtaining baseline information, comparing process to the baseline information, and follow-up to evaluate success.

Criteria for selection of the regular class teacher and classroom was the least frequently cited component. The criteria most frequently used in selecting a teacher, as reported by teachers responding to this survey, was subjective. Subjective criteria does not easily lend itself to definition and is probably one of the most difficult to write into a reintegration procedural plan.

The responses to the item asking if established procedures are followed are difficult to assess. Since only slightly over half the teachers surveyed responded to the item on procedural components, it

would seem that almost half marked "not applicable" to this item because they did not have a guideline for reintegration.

Follow-up Procedures

A verbal report from the regular classroom teacher, as shown in Table 17, Follow-up for Reintegration, is the most frequently used method of follow-up. Written reports and direct observation are much less frequently used.

Follow-up is conducted on a frequent basis by teachers responding to this survey. No attempt was made to differentiate between follow-up methods used with students being reintegrated part time as opposed to those reintegrated full time. There likely would be differences between follow-up for these two categories of students. This is because most students reintegrated part time are still within the school where the special class is located. Many students reintegrated full time are in their "home" schools. Frequent contact with teachers of these students is not as convenient as when they're reintegrated in the same school.

Table 1

Survey Population and Respondents

	Number Mailed	Valid Respondents	Respondent Percent of Population
Teachers of Emotionally Disturbed	669	378	56.5
Special Education Resource and Related Personnel	638	288	45.1
Deletions for Incorrect Address, Errors, etc.	- 48		
Total	1,259	666	52.9

Table 2

Survey Respondents by State

State	N	%
Iowa	316	47.4
Kansas	217	32.6
Nebraska	115	17.3
Missing	18	2.7
Total	666	100.0

Table 3

Grade Level of Survey Respondents

Grade	N	%
Elementary	282	42.3
Secondary	256	38.4
Other	117	17.6
Missing	11	1.7
Total	666	100.0

Table 4

Indicated Role of Survey Respondents

Role	N	%
Resource Program	335	50.3
Self-Contained Classroom	191	28.7
Residential Program	40	6.0
Other	100	15.0
Total	666	100.0

Table 5

TYPE OF INFORMATION AVAILABLE AT TIME OF PLACEMENT

Type	Percent of Availability	Rank
I. Q. Scores and Reports	92.5	1
Standardized Achievement Test Scores	91.6	2
Clinical/Psychological Reports	90.0	3
Vision/Hearing/Language Screening	84.3	4
Health History Family Information	83.7	5
Teacher's Assessement of Behavioral Status	67.2	6
Criteria Referenced Academic Evaluation	64.3	7
Subjective Evaluation	62.2	8
Statement of Educational Behavioral Goals	62.0	9
Intervention Techniques Attempted	56.5	10
Expected Date for Achieving Goals	48.8	11
Behavior Rating Scales/Checklists	47.3	12
Description of Regular Class Expectation	47.0	13
Formal Observational Data	45.9	14
Sociometric/Self Concept Data	32.3	15

Table 6

USEFULNESS OF INFORMATION AVAILABLE AT TIME OF PLACEMENT

Type	Mean Rating of Usefulness[1]	Rank
Intervention Techniques Attempted	5.861	1
Clinical/Psychological Reports	5.8	2
Statement of Educational Behavioral Goals	5.710	3
Teacher's Assessement of Behavioral Status	5.703	4
Formal Observational Data	5.572	5
Behavior Rating Scales/Checklists	5.464	6
Description of Regular Class Expectation	5.300	7
Criterion Referenced Academic Evaluation	5.276	8
Vision/Hearing/Language Screening	5.247	9
Sociometric/Self-Concept Data	5.200	10
Health History/Family Information	5.063	11
Standardized Achievement Test Scores	4.883	12
I. Q. Scores and Reports	4.725	13
Expected Date for Achieving Goals	4.492	14
Subjective Evaluation	4.475	15

[1]Note: From a scale of 1 = useless to 7 = essential

Table 7

TYPES OF INFORMATION AVAILABLE AT THE TIME OF REINTEGRATION

TYPE OF INFO	% AVAILABLE	RANK	RATING OF IMPORTANCE	RANK
I.Q. SCORES AND REPORTS	94.5	1	4.3184	15
CLINICAL/PSYCH. REPORTS	93.9	2	5.0472	11
STATE. OF BEHAV/ACAD. GOALS	93.9	2	6.1351	1
TEACHER'S ASSES. OF BEHAV. STATUS	92.3	4	6.0539	3
VIS/HEAR/LANG. SCREEN	90.4	5	4.9201	12
SUBJECTIVE EVAL. ("READINESS")	90.2	6	5.6350	5
STAND. ACHIEVE. TEST SCORES	89.8	7	4.7356	13
HEALTH HIST./FAMILY INFO	89.4	8	4.6064	14
STATEMENT INTERVENTIONS ATTEMPTED	87.6	9	5.9294	4
CRITER. REF. ACAD. INFO.	84.2	10	5.3407	8
ARR. EXPECT. DATE FOR ACHIEVE OF. GOALS	78.9	11	5.1679	9
DESCRIP. OF REG. CLASS EXPECT/REQ.	73.6	12	6.0547	2
FORMAL OBSERVATION	67.6	13	5.5922	6
BEHAV. RATINGS/CHECKLISTS	66.4	14	5.5303	7
SOCIOMETRIC/SELF CONCEPT DATA	52.8	15	5.1377	10

Table 8

Importance of Types of Information at Time of Reintegration

		Mean[1] Rating	Rank Avail.
1	Statement of behavioral/academic goals	6.1351	3
2	Description of reg. class expectations/requirements	6.0547	12
3	Teacher's assessment of behavioral status/anecdotal records	6.0539	4
4	Statement of interventions attempted	5.9294	9
5	Subjective evaluation ("I think it's necessary")	5.6350	6
6	Formal behavior observation data	5.5922	13
7	Behavior ratings/checklist	5.5303	14
8	Criterion referenced academic information	5.3407	10
9	Arrival of expected data for achieve. of goals	5.1679	11
10	Sociometric/self concept data	5.1377	15
11	Clinical/psychological reports	5.0472	2
12	Vision/hearing/language screening	4.9201	5
13	Standardized achievement test score	4.7356	7
14	Health history/family information	4.6064	8
15	I.Q. scores and reports	4.3184	1

[1]Note: From a scale of 1 = unimportant to 7 = essential

Table 9

"MOST" USEFUL TYPES OF INFORMATION IN INTEGRATION DECISION

RANK	TYPE OF INFO	COUNT	% OF CASES
1	ACHIEVEMENT OF EDUCATIONAL/ BEHAVIORAL GOALS	249	52.9
2	YOUR ASSESS. OF BEHAV. STATUS/ ANECDOTAL RECORDS	245	52.0
3	DESCRIP. OF REGULAR CLASSROOM EXPECTATIONS/REQUIREMENTS	216	45.9
4	SUBJECTIVE EVAL. ("HE/SHE IS READY")	140	29.7
5	BEHAVIOR RATING SCALES/CHECKLIST	94	20.0
6	STATEMENT OF INTERVENTION TECH'S. ATTEMPTED	91	19.3

"LEAST" USEFUL

1	VISION/HEARING/LANGUAGE SCREENING	7	1.5
2	HEALTH HISTORY/FAMILY INFO.	15	1.1
3	I.Q. SCORES AND REPORTS	20	4.2
4	ARRIVAL OF EXPECTED TARGET DATE FOR INTEGRATION	21	4.5
5	SOCIOMETRIC/SELF-CONCEPT DATA	34	7.2

Table 10

TEACHER
FACTORS IN SELECTING SITE FOR
STUDENT INTEGRATION

TEACHER FACTORS	MEAN RATING[1]	RANK
ATTITUDE TOWARD BEHAVIORAL PROBLEMS	6.553	1
BEHAVIORAL EXPECTATIONS	6.359	2
WILLINGNESS TO MODIFY CURRICULUM	6.334	3
ATTITUDE TOWARD INTEGRATON	6.325	4
RAPPORT WITH THIS STUDENT	6.174	5
RAPPORT WITH OTHER STUDENTS	5.940	6
PREVIOUS SUCCESS W/INTEG.	5.872	7
PERSONALITY	5.832	8
ACADEMIC EXPECTATIONS	5.818	9
KNOWLEDGE OF E.D. STUDENTS	5.706	10
PROFICIENCY IN BEHAV. MANAGE.	5.597	11
RELATIONSHIP WITH YOU	4.977	12
TRAINING TO INTEGRATE	4.898	13

[1]Note: From a scale of 1= unimportant to 7 = essential

Table 11

CLASSROOM
FACTORS IN SELECTING SITE FOR
STUDENT INTEGRATION

CLASSROOM FACTORS	MEAN RATING[1]	RANK
APPARENT EMPATHY/TOLERANCE OF STUDENTS	6.492	1
DEGREE OF CLASSROOM STUDENTS STRUCTURE	6.318	2
LEVEL OF CURRICULUM/MATERIALS	5.943	3
RANGE OF STUDENT BEHAVIOR	5.905	4
NUMBER OF STUDENTS IN CLASS	5.679	5
BEHAVIOR MANAGE. SYSTEMS	5.577	6
NUMBER OF OTHER INTEG. STUDENTS	5.491	7
RANGE OF ACAD. FUNCT. LEVEL	5.484	8
AVAIL. OF AIDES/VOLUNTEERS	4.393	9
LOCATION AND CONVENIENCE	3.741	10

[1]Note: From a scale of 1 = unimportant to 7 = essential

Table 12

IMPORTANCE OF FACTORS IN SELECTING A SITE FOR INTEGRATION OF STUDENTS

RANK		MEAN RATING[1]
1	TEACHER'S ATTITUDE TOWARD BEHAVIOR PROBLEMS	6.553
2	APPARENT EMPATHY/TOLERANCE OF STUDENTS	6.492
3	TEACHER'S BEHAVIORAL EXPECTATIONS	6.359
4	TEACHER'S WILLINGNESS TO MODIFY CURRICULUM	6.334
5	TEACHER'S ATTITUDE TOWARD INTEGRATION	6.325
6	DEGREE OF CLASSROOM STRUCTURE	6.318
7	TEACHER'S RAPPORT WITH THIS STUDENT	6.174
8	LEVEL OF CURRICULUM/MATERIALS	5.943
9	TEACHER'S RAPPORT WITH OTHER STUDENTS	5.940
10	RANGE OF STUDENT BEHAVIORS IN CLASS	5.905
11	TEACHER'S PREVIOUS SUCCESS WITH INTEGRATION	5.872
12	TEACHER'S PERSONALITY	5.832
13	TEACHER'S ACADEMIC EXPECTATIONS	5.818
14	TEACHER'S KNOWLEDGE OF E.D. STUDENTS	5.706
15	NUMBER OF STUDENTS IN CLASS	5.679
16	TEACHER'S PROFICIENCY IN BEHAVIOR MANAGEMENT	5.597
17	BEHAVIOR MANAGEMENT SYSTEMS	5.577
18	NUMBER OF OTHER INTEGRATED STUDENTS	5.491
19	RANGE OF ACADEMIC FUNCTIONING LEVEL	5.484
20	TEACHER'S RELATIONSHIP WITH YOU	4.977
21	TEACHER'S TRAINING TO INTEGRATE STUDENTS	4.898
22	AVAILABILITY OF AIDES/VOLUNTEERS	4.393
23	LOCATION AND CONVENIENCE	3.741

[1]Note: From a scale of 1 = important to 7 = essential

Table 13

MOST IMPORTANT FACTOR IN SELECTING SITE

		MOST IMPORTANT
1	TEACHER'S ATTITUDE TOWARD BEHAVIOR PROBLEMS	(19%)
2	TEACHER'S ATTITUDE TOWARD INTEGRATION	(16%)
3	TEACHER'S BEHAVIORAL EXPECTATIONS	(15%)
4	TEACHER'S RAPPORT WITH THIS STUDENT	(9%)
5	TEACHER'S WILLINGNESS/SKILLS TO MODIFY CURRICULUM	(8%)
6	DEGREE OF CLASSROOM STRUCTURE	(5%)

Table 14

Training Related to Reintegration

Questionnaire Item	Percentage of Respondents Answering				
	Don't Know	None	One Session	2-5 Sessions	6 or more Sessions
Amount of training provided to building staff regarding integration of handicapped students N = 526	25.9	34.4	13.5	21.1	5.1
Amount of training provided specifically to regular class teachers who will be receiving integrated students N = 530	29.7	39.9	12.1	14.2	4.0
Amount of training respondent received regarding reintegration of students into regular program N = 530	3.0	25.5	10.9	25.7	34.9
Amount of training respondent received regarding provision of consultation to classroom teachers and indirect support of integrated students N = 525	3.8	30.9	11.0	21.7	32.4

Table 15

Responsibility for Reintegration

Questions	Responses		
	Assigned	Not Assigned	Don't Know
Is responsibility for coordinating reintegration efforts for a particular student assigned to one professional person? N = 521	51.8%	31.7%	15.9%

What person typically or most often is assigned responsibility for coordinating reintegration of students? N = 499

	Percentage	Rank
ED Teacher	37.7%	1
Resource Teacher	14.6%	2
Other	13.4%	3
ED Consultant or Supervisor	11.6%	4
Principal	8.2%	5
None assigned	7.6%	6
Psychologist	6.8%	7

Table 16

Procedures for Reintegration

Questions	Responses	
Procedures for integration of students from your program into the regular classroom are: N = 519	27.4%	Written
	44.5%	Not written, but established and understood
	28.1%	Not established at this time

If procedures for integration are established for your program, indicate which of the following are components of these guidelines:	Percentage of respondents: Is a Component	Is not a Component	Not Applicable
a. Description of needed placement information: N = 364	74.5%	15.4%	10.2%
b. Delineation of responsibilities of each integration team member (including the regular classroom teacher(s): N = 364	61.5%	27.2%	10.4%
c. Criteria for determining readiness of the student: N = 367	76.6%	15.8%	6.5%
d. Criteria for selection of the regular class teacher(s) and classroom(s): N = 361	53.2%	30.5%	15.5%
e. Criteria for determining the success reintegration efforts: N = 369	66.4%	24.7%	8.1%
f. Follow-up procedures: N = 368	73.4%	19.3%	6.5%

If procedures for integration are established for your program, are these procedures typically followed? N = 666	Yes	Sometimes	No	Unsure	Not Applicable
	31.2%	15.0%	0.6%	36%	49.1%

Table 17

Follow-up for Reintegration

Questions	Responses	
If follow-up of integration occurs, which methods are typically used:	Used	Not Used
a. Verbal report from the regular teacher(s), principal, etc. N = 457	97.2	2.8
b. Written report or checklist from the regular teacher(s) N = 428	57.2	42.5
c. Direct observation of student by someone other than the classroom teacher(s) N = 427	49.9	50.1
If follow-up procedures are used, which is the closest to the frequency with which the follow-up typically occurs? N = 440	63.4% - weekly 20.9% - monthly 11.4% - quarterly 2.7% - each semester 1.6% - yearly	

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